

**THE CONTRIBUTION OF TEACHER'S
COMPETENCE, TEACHER'S FEEDBACK, AND
CLASSROOM MANAGEMENT TOWARD THE
STUDENT'S READING ACHIVEMENT**



**Submitted as a Partial Fulfillment of the Requirements for
Getting Master Degree Language in Education**

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APPROVAL

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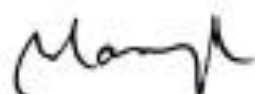
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Has been examined by the board of examination on January 22nd 2018. All
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I hereby confirm that the thesis entitled “The Contribution of Teacher’s Competence, Teacher’s Feedback, and Classroom Management toward the Student’s Reading Achievement” is an original and authentic work written by myself and it has satisfied the rules and regulations of Universitas Muhammadiyah Surakarta with respect to plagiarism. I certify that all quotations and the sources of information have been fully referred and acknowledged accordingly.

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THE CONTRIBUTION OF TEACHER'S COMPETENCE, TEACHER'S FEEDBACK, AND CLASSROOM MANAGEMENT TOWARD THE STUDENT'S READING ACHIVEMENT

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh dari: (1)kompetensi guru, (2)feedback guru, (3)menejemen kelas terhadap prestasi membaca siswa, dan (4)tiga faktor diatas terhadap prestasi membaca siswa. Penelitian ini adalah penelitian kuantitatif asosiatif. Subyek penelitian adalah siswa kelas XII MIPA 2 yang berjumlah 39 siswa yang dipilih dengan teknik pengambilan lotre. Teknik pengumpulan data dari penelitian ini menggunakan kuesioner dan tes. Instumen kuesioner ini berisi tentang kompetensi guru, feedback guru, dan menejemen kelas. Sementara tes berisi tentang prestasi membaca siswa. Data yang diperoleh dianalisis menggunakan statistic deskriptif, uji asumsi klasik, regresi berganda, dan uji hipotesis termasuk didalamnya uji t, uji f, koefisien determinasi, dan sumbangan predictor. Hasil menunjukkan bahwa formula dari regresi berganda adalah $Y = (-2,538) + 0,225X_1 + 0,367X_2 + 0,525X_3$. (1)Variabel kompetensi guru (X_1) menunjukkan t-hasil sebesar 2,117 dengan hasil signifikansi sebesar 0,041. (2)Variabel feedback guru menunjukkan t-hasil sebesar 3,683 dengan hasil signifikansi sebesar 0,001. (3)Variabel menejemen kelas menunjukkan t-hasil sebesar 5,153 dengan hasil signifikansi sebesar 0,000. (4)Kemudian F-hasil menunjukkan hasil sebesar 79,380 dengan signifikansi sebesar 0,000. Hasil dari R^2 adalah 0,872. Ini berarti terdapat pengaruh yang positif dan signifikan antara variabel-variabel terikat terhadap variabel- variabel bebas baik secara terpisah maupun bersamaan.

Katakunci : kompetensi guru, feedback guru, menejemen kelas, pencapaian membaca

ABSTRACT

This study is aimed at knowing the contribution of: (1)teacher's competence, (2)teacher's feedback, (3)classroom management towards the student's reading achievement, and (4)these four factors toward the student's reading achievement. This study is associative quantitative research. The subjects of this study are 39 students of the twelfth grade of the second science class which are chosen by lottery picking technique. The techniques of data collection in this study are questionnaire and test. The questionnaire sheets are deal with teacher's competence, teacher's feedback, and classroom management. While the test is deal with student's reading achievement. The data analyzed using the descriptive statistic, classic assumption tests, multiple regressions test, and hypothesis testing which includes t-test, f-test,

coefficient of determination, and predictor contributions. The result shows that the formulation of multiple regression is $Y = (-2,538) + 0,225X_1 + 0,367X_2 + 0,525X_3$. (1)The Teacher's Competence (X_1) result of t-result is 2,117 with the significance result is 0,041. (2)The Teacher's Feedback (X_2) result of t-result is 3,683 with the significance result is 0,001. (3)The Classroom Management (X_3) result of t-result is 5,153 with significance result is 0,000. (4)The result of F-result is 79,380 which the significance is 0,000. The result of R^2 is 0,872. It means that there are positive and significant contributions of independent variables toward dependent variable individually and simultaneously.

Keywords : teacher's competence, teacher's feedback, classroom management, reading achievement

1. Introduction

In this globalization era English surely takes an important role. All aspects need a good English proficiency. Especially in our educational system, English has been introduced since the earliest educational level. We can take an example in our educational for young learners. In elementary school even in the kindergarten school, they have introduced English for the students. Teaching foreign language especially English, nowadays becomes a must since it is a need. So it becomes a whip for English teacher to increase their proficiency and skills in teaching. The researcher can say that every teacher should have a competence.

There is still another thing that cannot be ignored by the teachers. That is classroom management, although it seems such a simple thing teachers should pay attention to it. Classroom management is not just how to manage the classroom but also everything concerned with the learning activity itself.

Looking at the facts above, it actually gives a great responsibility for every teacher. This results in some strategies used by teachers to conduct their English teaching learning. One of them is teacher's feedback. Feedback here means teacher's responses towards the student's performance or result in learning. It can be both in writing and speaking form. The expectation for giving these kinds of

feedbacks is that students will be more aware of their achievement or learning result. Besides that, it is expected that students will be able to increase their achievement.

Teacher cannot leave the students alone. It is true that it is the students' duty to keep on learning. But actually, it is also a great responsibility for every teacher to transfer his/her knowledge to the students. We take one, reading skill. Since reading seems a simple thing but actually needed a skill to comprehend such kind of written form. When we want to read we give all our attention on it. Since it will be hard to catch the point of what we read if we are not into it.

Based on explanation above, the researcher is interested in conducting research to know if there is a close relationship between those factors with the students' achievement in English. Therefore, the researcher wants to know deeper about the contribution of teacher's competence, teacher's feedback, and classroom management toward the student's reading achievement of twelfth grade of MAN Salatiga in academic year 2017/2018.

2. Underlying Theory

2.1. Reading Achievement

There are many definitions of "reading" presented by the experts. However, there must not be the worthiest sense. One of the definitions is implied by Hittlemen, (qtd. In Dallmann, Rouch, Char, & DeBoer, 1982: 23)

"Reading is verbal process interrelated with thinking and with all other communication abilities-listening, speaking, and writing, specifically, reading is a process of reconstructing from the printed patterns on the page ideas and information intended by the author."

2.2. Teacher's Competence

Competence is always needed to get success in doing everything. Spencer and Spencer in Hamzah (2007: 63) stated that competency is prominent characteristic for someone and become the way of act and think in every situation, and happened in a long period. While according to Mulyasa (2004: 37-38), competence is an integration from the knowledge, skill, value,

and attitude reflected in action and thinking habit. From the definition above, it can be concluded that competence is both skill and character should have had by the teachers. It can be from the education, training, and experiences that can be applied in teachers' teaching learning activity.

In Indonesia, the government also develops the policies about qualified teachers. Teachers have to use these policies to ensure that they have a high-quality teacher in Indonesia. According to Sulisty (2016) the *National Law No. 14 Year 2005 Teacher and Lecturer (Bill of Teachers and Lecturers)* has mentioned some policies have to notice by teachers, they are:

- 1) Professional Competence: it describes teachers as professionals who educate, teach, guide, train, and evaluate students from early childhood to senior high school. So, it becomes evident the teaching profession requires teachers to have specific knowledge and skills in order to be able to transfer the information needed by students. It is clear that teachers must have an academic qualification and teaching certificate that can be obtained by completing a teacher education program at bachelor degree level, or in a four-year diploma program.
- 2) Pedagogical Competence: it refers to the ability to manage the teaching and learning process, which encompasses knowing and understanding students or learners, understanding and implementing teaching and learning plans, undertaking student evaluation, and having the ability to facilitate and help students develop their potential.
- 3) Personal Competence: it includes being a role model for the students, possessing a good personality, and having patience and understanding. These personal competencies are considered important for assisting students' development.
- 4) Social Competence: it is recognized that in contributing the relationship between schools and the community, teachers require good communication skills and the ability to engage in social life. The school is viewed as critical society as an agent of change, and as an educational

institution it must uphold the role of fostering change in the society's culture in order to alter lifestyles now in the future.

2.3. Teacher's Feedback

Egan in Nur Hooton (2016:02), maintains that “feedback is one way of providing both support and challenge” and argues that clients would need to know how well they are performing if they are to be successful in implementing any action plans. Confirmatory feedback involves positive feedback in the form of praise, or confirmation and/or reassurance that something went well. This “something” can involve a teaching skill, a teacher quality, some teacher behaviour, or even a decision the teacher may have taken during teaching practice (TP). Corrective feedback, on the other hand, applies to situations where there was perhaps a better alternative for some skill that had been exhibited, for some behaviour that took place, for some teacher quality that was or was not revealed, or for some decision that did not work particularly well in a specific classroom context. In essence it acts as some form of “correction” while confirmatory feedback provides “a pat on the back” (Hooton, 2016).

2.4. Classroom Management

Talton and Simpson (1987) stated that the classroom is the basic structural unit of our educational system', the nature of the classroom is clearly affected by the school design and objectives adopted at the school level. In many cases, classroom environment included in the classroom management. Fauziati (2010) stated that almost all surveys of teacher effectiveness report that classroom management skills are of primary importance in determining teaching success, whether it is measured by student learning or by ratings. So, management skills are crucial and fundamental.

3. Method

3.1. Population and Place

Population in this research is the twelfth grade students of science program in MAN Salatiga in the academic year 2017/2018. The reason of choosing this program is that students of this program mostly have higher competencies in learning so that they will have a broader thinking to analyze situation they faced. There are four classes totally, each of them consist of 39 students.

3.2. Techniques of Data Collection

To collect the data, this research uses some techniques. They are questionnaire and test given to the students. The students of twelfth grade science of MAN Salatiga year 2017 are given questionnaires to be filled out. This study uses closed-questionnaires with Likert scale. In this scale, the correspondents have been given the answer so that they can choose it as their answer. While the test given to measure the students' reading achievement. It will use Guttman scale for the scoring. This scale is used to differentiate the students' appropriateness answer.

3.3. Validity and Reliability of Instruments

The instruments' validity test is done by giving it to the tried out class of XII MIPA 3 that contain some variables in this research. They are teacher's competence, teacher's feedback, classroom management and the student's reading achievement. This research uses SPSS 16.0 to count the result in testing the instruments' validity.

The distribution (of the r table) for $N=39$ respondents, $\alpha 0,05$, and the degree of deliberation ($dk=N-2$) is 0,316. It can be concluded that the items are significance if $r_{result} > r_{table}$ (0,316), while if $r_{result} < r_{table}$ (0,316) it will not be significance. If we know the items in questionnaires are significance it means that it is valid for the respondents.

Test reliability refers to the degree to which a test is consistent and stable in measuring what it is intended to measure. To count the reliability of test, the researcher used Spearman-Brown formula.

Table 3.1 Summary Result of Reliability Testing of Instruments

No	Variable	Cronbach Alfa (α)	Minimum score of Cronbach Alfa	Criteria
1	Teacher's Competence	0,843	0,70	Reliable
2	Teacher's Feedback	0,913	0,70	Reliable
3	Classroom Management	0,875	0,70	Reliable
4	Student's Reading Achievement	0,866	0,70	Reliable

After looking at the summary result on table 3.1 above, it can be concluded that the characteristics on variables of the teacher's competence, teacher's feedback, classroom management, and student's reading achievement are reliable. It is because according to Nunnally in Ghazali (2011: 48) the variable is categorized as reliable if the Cronbach Alfa $> 0,70$.

3.4. Techniques of Data Analysis

In analyzing the data this research uses descriptive statistic. The discussion in the descriptive statistics associates with the collection, summary and data display. The next is using classic assumption test. It contains normality, linearity, multicollinearity, and heteroscedasticity. In normality, to know that the distribution of the sample used has normal distribution, it will use graphic analysis and Kolmogorov-Smirnov test with SPSS version 16.0. Kolmogorov-Smirnov test is included as a complement to the graphical analysis. If the probability or sig. (2-tailed) > 0.05 , the data distribution is normal. If the probability or sig. (2-tailed) < 0.05 the data distribution is not normal (Ghozali, 2011: 163).

Linearity test is used to determine whether the regression line between the variables X and Y *forms a* linear line or not. If it is not linear then the

regression analysis can not be continued (Sugioyo, 2014: 265). The linearity of data is tested by F-test with SPSS version 16.0. If the probability is > 0.05 the research data is linear and if the probability is < 0.05 the research data is not linear.

Multicollinearity can be seen from tolerance value and variance inflation factor (VIF) using SPSS version 16.0. If the tolerance value $> 0,10$ and $VIF < 10$, the independent variables do not have serious multicollinearity problem with the others independent variables. On the other hand, If the tolerance value $< 0,10$ and $VIF > 10$, the independent variables have serious multicollinearity problem with the others independent variables.

Heteroscedasticity test aims to test whether the regression model occurred inequality variance from the one residuals observations to other ones (Ghozali, 2011: 139). If the variance from the one residuals to the other ones is remain, so it calls homoscedasticity and if it is different it calls heteroscedasticity. To know whether there is heterosdasticity or not, it can be seen from the result of statistic analysis. Statistic analysis done uses Glejser – Test with SPSS version 16.0. If the sig. 2-tailed $< \alpha = 0,05$ so there is heterosdasticity but if the sig. 2 tailed $> \alpha = 0,05$ so there is no heterosdasticity.

The next step is multiple regressions, it is analyzed if the researcher predicts how the condition of the dependent variable if there are two or more independent variable as the factors of manipulated variable. And the last is hypothesis analysis. The test on hypothesis is making the temporary conclusion to oppose and/or to support the problems being studied. It contains some tests, the first is t-test. It shows how deep the influence of an independent variable individually to explain the dependent variable (Ghozali, 2011: 98). Based on Ghozali (2011: 99), t-test can be used in comparing the significance of t_{result} toward t_{table} .

The second one is f-test (simulation). The function of f-test is to know either all independent variables in the study simultaneously give the influence toward the dependent variable (Ghozali, 2011: 98). Based on Sugiyono

(2010: 98), f-test can be used in comparing the significance of F_{result} toward F_{table} . The third is coefficient of determination. Next step after knowing the coefficient of correlation is search the coefficient of determination (R^2). Here, the variance happen in dependent variable can be explained toward the variance happen in dependent variable (Sugiyono, 2014: 231). The last is predictor contribution that contains Effective Contribution (EC) and Relative Contribution (RC).

4. Results

4.1. Teacher's Competence (X_1) towards Student's Reading Achievement (Y) in XII MIPA 2 of MAN Salatiga

From the result of descriptive statistic above, the researcher can conclude that the teacher has competence in conducting teaching learning activity. Statistically the percentage of teacher's competence is 65,9%. It means that the English teacher in XII MIPA 2 of MAN Salatiga has a competence in conducting a better teaching learning activity. There five indicators in this variable, that is the teacher mastering the materials, able to diagnose student's behavior, able to conduct the learning process, able to measure students' learning results, and use innovative curricula and teaching methods. Then, based on the percentage of each indicator the highest one is the teacher able to conduct the learning process with 98,7% which consist of teacher always attend the class and the teacher always conducts a learning activity in the class. However, the other indicators also give a good impact on students' learning result even if it is not that much in the percentage comparing to the highest one. According to Nana Sudjana (2002: 17), teacher's competence is a fundamental skill has had by the teacher itself.

While the calculation result shows that there is a positive and significant contribution of teacher's competence towards the student's reading achievement in XII MIPA 2 of MAN Salatiga. The result of regression coefficient is 0,225. Then the result of t_{result} is 2,117 it is more than t_{table} ($>2,042$). Then the result of the significance is 0,041 which is less than

0,05. Then the result of the significance is 0,041 which is less than 0,05. The last is result of the variable contribution from effective contribution (EC) and relative contribution (RC). Based on table 4.18, the teacher's competence 15,6% for effective contribution (EC) and 18,0% for relative contribution (RC). So, the contribution of teacher's competence towards the student's reading achievement in XII MIPA 2 of MAN Salatiga is 15,6%.

4.2. Teacher's Feedback (X_2) towards Student's Reading Achievement (Y) in XII MIPA 2 of MAN Salatiga

From the result of descriptive statistic above, the researcher concluded that beside competence should have had by each teacher they also have to give feedback to the students in order to raise their learning result. Statistically the percentage of teacher's feedback is 70,2%. It means that the English teacher in XII MIPA 2 of MAN Salatiga often gives feedback to the students. There are five indicators in this variable, which is conveying the result to the students, giving the feedback consistently, there should be two-way communication between teacher and students, giving a supportive response to low-ability students, and giving high rates of positive feedback for student response. Then, based on the percentage of each indicator the highest one is that there should be two-way communication between teacher and students with 88,5% which consist of the teacher always makes a two-way communication and the teacher always asks for some opinions so that the students are more active. However, other indicators also affects the students learning result. The first indicator is conveying the result to the students get 64,1%. The next indicator with 62,8% is the teacher give feedback consistently. Other indicator which get 75,7% is giving a supportive response to low-ability students. While, the last indicator is giving high rates of positive feedback for student response with 60,3%. According to Egan in Hooton (2016:02), feedback is the one way of providing both support and challenge.

Then, the calculation result shows that there is a positive and significant contribution of teacher's feedback towards the student's reading achievement

in XII MIPA 2 of MAN Salatiga. The result of regression coefficient is 0,367. Then the result of t_{result} is 3,683 it is more than $t_{\text{table}} (>2,042)$. Then the result of the significance is 0,001 which is less than 0,05. The last is result of the variable contribution from effective contribution (EC) and relative contribution (RC). Based on 4.18, the teacher's feedback 24,9% for effective contribution (EC) and 28,5% for relative contribution (RC). So, the contribution of teacher's feedback towards the student's reading achievement in XII MIPA 2 of MAN Salatiga is 24,9%.

4.3. Classroom Management (X_3) towards Student's Reading Achievement (Y) in XII MIPA 2 of MAN Salatiga

From the result of descriptive statistic above, the researcher conclude that there is other factor that affects the students learning result that is classroom management. Statistically the percentage of classroom management is 56,4%. It means that the English teacher in XII MIPA 2 of MAN Salatiga use appropriate classroom management when conducting learning activity. There are five indicators in this variable, they are minimize boredom due to repetition of material, establish positive expectations and a good pleasant working relationship, plan for interest, using variety in activities, start class quickly and purposefully, use humor or threats before using punishment. Based on the percentage of each indicator the highest one is that the teacher start class quickly and purposefully with 83,3% which consist of the teacher does not waste the time for unnecessary thing and the teacher starts the lesson soon as possible and finishes it on time. While the other indicator that also give impact on the students' learning result are minimize boredom due to repetition of material with 56,4%. Establish positive expectations and a good pleasant working relationship with 65,4%. Plan for interest, using variety in activities with 52,5%. And the last is use humor or threats before using punishment with 24,4%. Gebhard (2002: 69) in Fauziati (2010: 197) simply states that classroom management refers to "the way teachers organize what goes on in the classroom".

Then in the calculation result shows that there is a positive and significant contribution of classroom management towards the student's reading achievement in XII MIPA 2 of MAN Salatiga. The result of regression coefficient is 0,525. Then the result of t_{result} is 5,153 it is more than t_{table} ($>2,042$). Then the result of the significance is 0,000 which is less than 0,05. the last is result of the variable contribution from effective contribution (EC) and relative contribution (RC). Based on the table 4.18, the classroom management is 46,7% for effective contribution (EC) and 53,5% for relative contribution (RC). So, the contribution of classroom management towards student's reading achievement in XII MIPA 2 of MAN Salatiga is 46,7%.

4.4. Teacher's Competence (X_1), Teacher's Feedback (X_2), Classroom Management (X_3) towards Student's Reading Achievement (Y) in XII MIPA 2 of MAN Salatiga

In this discussion, it is about the contribution of all independent variables (teacher's competence (X_1), teacher's feedback (X_2), and classroom management (X_3)) toward the dependent variable (student's reading achievement (Y)). Theoretically, all independent variables give contribution toward dependent variable. Moreno-Murcia et. al. (2015), in their study concluded that three factors with adequate internal consistency that can be used as the evaluation of teacher performance that is planning, development, and result. Saeedi, Sahar and Maghsoudi, Motjaba (2013) stated that students who received error corrective feedback had more accurate writings than those who didn't receive error corrective feedback. Hannah (2013) stated that the classroom environment plays a crucial role in keeping students engaged and allowing them to be successful within the classroom.

While, the calculation result shows that there is positive and significant contribution of teacher's competence, teacher's feedback, and classroom management toward student's reading achievement in XII MIPA 2 of MAN Salatiga. The first is result of the f_{result} that is 79.380 which more than f_{table} ($>2,87$). The second is result of the significance that is 0,000 which less than 0,05. The last is result of the variables that is known from coefficient

determination (R^2), and based on table 4.17, the result of (R^2) is 0,872. So, the contribution value of all independent variables such as Teacher's Competence (X_1), Teacher's Feedback (X_2), and Classroom Management (X_3) toward Student's Reading Achievement (Y) as a dependent variable in XII MIPA 2 of MAN Salatiga is 87,2% and the other is 12,8% are influenced by other factors which are not discussed in this research.

4.5. *Classic Assumption Testing*

The probability value of each variable can be seen as follow: Teacher's Competence (X_1) is 0,265; Teacher's Feedback (X_2) is 0,165; Classroom Management (X_3) is 0,608; and Student's Reading Achievement (Y) is 0,233. The entire probability values of variables are more than 0,05 ($>0,05$). So it can be concluded that the data distribution is normal.

The linearity result shows the probability value as follow: Teacher's Competence (X_1) is 0,970; Teacher's Feedback (X_2) is 0,476; and Classroom Management (X_3) is 0,708. The entire probability values of variables are more than 0,05 ($>0,05$). So, we can conclude that the data research is linear.

The value result of multicollinearity can be seen from tolerance value and variance inflation factor (VIF). The tolerance value of variable Teacher's Competence (X_1), Teacher's Feedback (X_2), and Classroom Management (X_3) are 0,415, 0,508, and 0,352 which is $>0,10$. The VIF value of variable Teacher's Competence (X_1), Teacher's Feedback (X_2), and Classroom Management (X_3) are 2,409, 1,968, and 3,838 which is <10 . After looking at this result, we can conclude that the independent variables do not have serious multicollinearity problem with the other independent variables.

The probability value of each variable can be seen as follow: Teacher's Competence (X_1) is 0,642; Teacher's Feedback (X_2) is 0,373; and Classroom Management (X_3) is 0,708. The entire probability values of variables are more than 0,05 ($>0,05$). So we can conclude that there is no Heteroscedasticity on the regression model.

4.6. Multiple Regression

The results of regression coefficient for independent variables are: Teacher's Competence is 0,225; Teacher's Feedback is 0,367; and Classroom Management is 0,525. From all the independent variables, the constant value of regression is -2,538. Then, the formulation of multiple regression is $Y = (-2,538) + 0,225X_1 + 0,367X_2 + 0,525X_3$. The explanations are:

If the Teacher's Competence, Teacher's Feedback, and Classroom Management variable are 0, Student's Reading Achievement variable will become (-2,538).

If the Teacher's Competence variable increases one point while the Teacher's Feedback and Classroom Management are assumed constant, the raise of Student's Reading Achievement will become 0,225.

If the Teacher's Feedback variable increases one point while the Teacher's Competence and Classroom Management are assumed constant, the raise of Student's Reading Achievement will become 0,367.

If the Classroom Management variable increases one point while the Teacher's Competence and Teacher's Feedback are assumed constant the raise of Student's Reading Achievement will become 0,525.

4.7. Hypothesis Testing

The regression coefficient for Teacher's Competence (X_1) variable is 0,225. The result of t_{result} is 2,117 which is more than t_{table} ($>2,042$). The significance result of this variable is 0,041 which is less than 0,05. The regression coefficient for Teacher's Feedback (X_2) variable is 0,367. The result of t_{result} is 3,683 which is more than t_{table} ($>2,042$). the significance result of this variable is 0,001 which is less than 0,05. The regression coefficient for Classroom Management (X_3) variable is 0,525. The result of t_{result} is 5,153 which is more than t_{table} ($>2,042$). The significance result of this variable is 0,000 which is less than 0,05. The result of F_{result} is 79,380 which more than F_{table} ($>2,87$). The significance is 0,000 which is less than 0,05.

The result of R^2 is 0,872. It means that the contribution value of all independent variables such as Teacher's Competence (X_1), Teacher's

Feedback (X_2), and Classroom Management (X_3) toward The Student's Reading Achievement (Y) as a dependent variable in the XII MIPA 2 of MAN Salatiga is 87,2% and the other 12,8 % are affected by other factors which are not discussed in this research.

Table 4.1 Summary of Effective Contribution (EC) and Relative Contribution (RC)

Variables	Effective Contribution (EC)	Relative Contribution (RC)
Teacher's Competence	15,6%	18,0%
Teacher's Feedback	24,9%	28,5%
Classroom Management	46,7%	53,5%
Total	87,2%	100%

Based on table 4.1 above, it can be concluded that the highest result of effective contribution (EC) is Classroom Management with 46,7% and the lowest result is Teacher's Competence with 15,6%. It means that the variable Classroom Management gives the most dominant contribution toward Student's Reading Achievement in XII MIPA 2 of MAN Salatiga.

5. Discussion

The calculation result shows that there is a positive and significant contribution of teacher's competence towards the student's reading achievement in XII MIPA 2 of MAN Salatiga. The result of regression coefficient is 0,225. Then the result of t_{result} is 2,117 it is more than t_{table} ($>2,042$). Then the result of the significance is 0,041 which is less than 0,05. The last is result of the variable contribution from effective contribution (EC) and relative contribution (RC). Based on table 4.18, the teacher's competence 15,6% for effective contribution (EC) and 18,0% for relative contribution (RC). So, the contribution of teacher's

competence towards the student's reading achievement in XII MIPA 2 of MAN Salatiga is 15,6%.

The calculation result shows that there is a positive and significant contribution of teacher's feedback towards the student's reading achievement in XII MIPA 2 of MAN Salatiga. The result of regression coefficient is 0,367. Then the result of t_{result} is 3,683 it is more than t_{table} ($>2,042$). Then the result of the significance is 0,001 which is less than 0,05. The last is result of the variable contribution from effective contribution (EC) and relative contribution (RC). Based on 4.18, the teacher's feedback 24,9% for effective contribution (EC) and 28,5% for relative contribution (RC). So, the contribution of teacher's feedback towards the student's reading achievement in XII MIPA 2 of MAN Salatiga is 24,9%.

The calculation result shows that there is a positive and significant contribution of classroom management towards the student's reading achievement in XII MIPA 2 of MAN Salatiga. The result of regression coefficient is 0,525. Then the result of t_{result} is 5,153 it is more than t_{table} ($>2,042$). Then the result of the significance is 0,000 which is less than 0,05. the last is result of the variable contribution from effective contribution (EC) and relative contribution (RC). Based on the table 4.18, the classroom management is 46,7% for effective contribution (EC) and 53,5% for relative contribution (RC). So, the contribution of classroom management towards student's reading achievement in XII MIPA 2 of MAN Salatiga is 46,7%.

The calculation result shows that there is positive and significant contribution of teacher's competence, teacher's feedback, and classroom management toward student's reading achievement in XII MIPA 2 of MAN Salatiga. The first is result of the f_{result} that is 79.380 which more than f_{table} ($>2,87$). The second is result of the significance that is 0,000 which less than 0,05. The last is result of the variables that is known from coefficient determination (R^2), and based on table 4.17, the result of (R^2) is 0,872. So, the contribution value of all independent variables such as Teacher's Competence (X_1), Teacher's Feedback (X_2), and Classroom Management (X_3) toward Student's Reading Achievement (Y) as a

dependent variable in XII MIPA 2 of MAN Salatiga is 87,2% and the other is 12,8% are influenced by other factors which are not discussed in this research.

6. Conclusion

This contains the conclusion of the research that deal with the research questions. There is a positive and significant contribution of teacher's competence towards the student's reading achievement in XII MIPA 2 of MAN Salatiga with the percentage 15,6% It means that teacher's competence give a high contribution in student's reading achievement.

There is a positive and significant contribution of teacher's feedback towards the student's reading achievement in XII MIPA 2 of MAN Salatiga with the percentage 24,9% It means that by gaining some feedbacks from the teacher in learning activity the students will get a better reading achievement.

There is a positive and significant contribution of classroom management towards the student's reading achievement in XII MIPA 2 of MAN Salatiga with the percentage 46,7% It means that a good classroom management done by the teacher will create also a better atmosphere in learning activity so that the students are able to get a good reading achievement.

There is a positive and significant contribution of teacher's competence, teacher's feedback and classroom management toward the student's reading achievement in XII MIPA 2 of MAN Salatiga with the percentage 87,2%. It means that the student's reading achievement is increasing by keep on gaining a suitable teacher's competence, a positive teacher's feedback, and a good classroom management by the teacher.

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